In higher education, regulators perform five functions: (1) Entry: licence to grant degrees. (2) Accreditation: quality benchmarking. (3) Disbursement of public funds. (4) Access: fees or affirmative action. (5) Licence: to practice profession.

India is perhaps the only country in the world where regulation in four of the five function is carried out by one entity, that is, the UGC. The purpose of creating an IRAHE is to separate these functions. The proposed IRAHE shall be responsible for setting the criteria and deciding on entry. It would, in addition, license agencies to take care of accreditation. The role of the UGC will be limited to disbursing public funds, Issues of access will be governed by State legislation on reservation and other forms of affirmative action. And, professional association may, in some institutions, set requirements to determine eligibility for conducting a profession. **All other regulatory agencies such as the AICTE will need to be abolished while the MCI and the BCI will be limited to their role as professional associations.** These professional associations could conduct nationwide examinations to provide licence for those wishing to enter the profession.

The second aspect of regulation is the principle use to regulate. The IRAHE will determine eligibility for setting up a new institution based on transparent criteria rather than discretionary controls. Its main role would be to exercise due diligence at the point it approves a licence to grant degrees. In doing so, it would assess the academic credibility and the financial viability of the proposed institution on the basis of information submitted in accordance with the stipulated criteria. It will apply exactly the same norms to public and private institutions, just as it will apply the same norms to domestic and international institutions.

The IRAHE would have to be established by an Act of Parliament. It would be the only agency that would be authorized to accord degree granting power to higher education institutions. It would also be responsible for monitoring standards and settling disputes. It should also be thought of as the authority for licensing accreditation agencies. The IRAHE must be at an arm's-length from the government and independent of all stakeholders including the concerned Ministries of the Government. **The Acts of the UGC, AICTE, MCI and BCI would have to be amended.** The role of the UGC would be re-defined to focus on the disbursement of grants to, and maintenance of, public institutions in higher education. **The entry regulatory functions of the AICTE, the MCI and the BCI would be performed by the IRAHE, so that their role would be limited to that of professional associations.** These professional associations could conduct nationwide examinations to provide licences for those wishing to enter the profession."

(Emphasis added)

Computer education in schools

331. SHRIMATI N.P. DURGA: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that Government has formulated a plan to teach computer education in 5,000 schools with an estimated expenditure of Rs. 400 crores;

(b) if so, the details thereof;

(c) the number of schools identified in Andhra Pradesh, district-wise;

(d) whether it is also a fact that Centre and States would have to share the expenditure in the ratio of 75:25;

(e) whether any priority is given to girls under the above programme; and

(f) if so, the details thereof with a particular reference to Andhra Pradesh?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) and (b) The Centrally Sponsored Scheme called "Information and Communication Technology in Schools" is being implemented since December, 2004. The main objectives of the scheme include provision of ICT infrastructure, internet connectivity and training of teachers in Government and Government aided schools at the secondary stage, so as to facilitate an ICT-enabled teaching-learning environment in the schools and also to impact ICT literacy among the students. The number of schools to be covered depends, *inter alia,* on the viability of proposals from the State Governments, and availability of funds. There is a budget provision of Rs. 250 crore under this Scheme during 2007-08.

(c) Sanction has been accorded by the Central Government in 2007-08 to implement the scheme in 5000 schools of Andhra Pradesh. District-wise number of schools identified by Government of Andhra Pradesh to implement the scheme is given in the Statement (*See* below)

(d) Yes, Sir.

(e) and (f) Priority is given to schools located in Educationally Backward Blocks (EBBs), which include blocks with low female literacy. Government of Andhra Pradesh have also identified schools in educationally backward blocks for coverage under the Scheme.

Statement

District-wise number of schools identified by Government of Andhra Pradesh to implement the scheme

Sl. No.	District	Number of Schools
1.	Srikakulam	195
2.	Vizianagaram	145
3.	Visakhapatnam	228
4.	East Godavari	363
5.	West Godavari	272
6.	Krishna	226
7.	Guntur	203
8.	Prakasam	186
9.	Nellore	167
10.	Chittoor	237
11.	Kadapa	168
12.	Anantapur	251
13.	Kurnool	215
14.	Mahabubnagar	248
15.	Ranga Reddy	246
16.	Hyderabad	62
17.	Medak	194
18.	Nizamabad	181
19.	Adilabad	163

Sl. No.	District	Number of Schools
20.	Karimnagar	293
21.	Warangal	275
22.	Khammam	202
23.	Nalgonda	280
	TOTAL:	5000

UNESCO's report on goal of total literacy

332. SHRI EKANATH K. THAKUR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether it is a fact that UNESCO's "Education for All Global Monitoring Report, 2007" paints a poor picture of the manner in which the goal of total literacy is being taken up by various countries including our country;

(b) whether it is also a fact that in our country nearly 70 lakh children are out of school and our country is among the 17 countries where survival for boys is higher than girls in primary education; and

(c) if so, the steps Government proposes to take to improve literacy scene in the country?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI MD. ALI ASHRAF FATMI): (a) As per UNESCO's Education for All Global Monitoring Report, 2007, the largest number of out of school children in 2004 were in Nigeria, Pakistan, India and Ethiopia. However, report has also indicated that the number of out of school children in India has come down from 1,51,36,000 in 2002 to 45,83,000 in 2004.

(b) The number of out of school children has sharply declined from 4.4 crore in 2001 to 0.76 crore in March, 2007. As compare to drop-out rate of 31.8 per cent for boys, at primary level, the girls have a lower drop-out rate of 25 per cent as per data 2004-05.

(c) A multi-pronged approach has been adopted to improve literacy in the country through various programmes such as Sarva Shiksha Abhiyan and Mid-day Meal Scheme. Functional literacy is being imparted through Total Literacy Campaign (TLC), Post Literacy Programme (PLP) and Continuing Education Programme (CEP) to adult illiterates in the 15-35 age group.

Removing imbalance in technical education

†333. SHRI SATYAVRAT CHATURVEDI:
SHRI MOTILAL VORA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) the steps being taken to remove imbalance in technical education in order to make the country a super power by 2020;

(b) whether 70 per cent of the students receiving engineering degree come from Tamil Nadu, Andhra Pradesh and Maharashtra;

† Original notice of the question was received in Hindi.